

Year Groups: 5/6

Dates: 28th September 2020

Genre: Non-chronological reports

Genre:			
<u>Year 5 Success Criteria</u>		<u>Year 6 Success Criteria</u>	
<u>Structural</u>	<u>Language</u>	<u>Structural</u>	<u>Language</u>
<ul style="list-style-type: none"> - Use of paragraphs to group information - Titles - Sub-headings 	<ul style="list-style-type: none"> - Technical language - Connectives 	<ul style="list-style-type: none"> - Use of paragraphs to group information - Titles - Sub-headings 	<ul style="list-style-type: none"> - Technical language - Connectives - Relative clauses

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	Reading and Analysing			Language	
	<p>Starter: Reading Activity – Review of homework activity – correct any answers that you are unsure of or use this time to complete the activity</p> <p>L.C. Can you retrieve information from a non-chronological report?</p> <p>Input Brief discussion with the class about what a NCR is – where would you find one? What is the purpose of a NCR?</p> <p>On the IWB, display an example for the chn to read through with T support.</p> <p>T to model answering simple retrieval questions and answering in full sentences – looking at scanning the page, searching for key words, identifying the type of answer based on the question word, etc.</p> <p>Task Chn to complete the reading comprehension (differentiated as needed) in their books.</p>	<p>Starter: Spelling Activity – investigating suffixes -ly to complete the worksheet by selecting the correct adverb for the sentence.</p> <p>L.C. Can you identify the features of a non-chronological report?</p> <p>Input Looking at the example report provided below, it will become clear that a NCR has features that are very different to those found previously in a setting description.</p> <p>As a piece of non-fiction, the aim is not to describe or infer but to inform with useful and technical information.</p> <p>Take time to look at the checklist provided to familiarise yourself with these features – we have covered these in previous year groups so this should be a simple recap of knowledge.</p> <p>Think carefully about which of these features are structural</p>	<p>Starter: Connectives – answer the test-style questions using your knowledge of conjunctions from last week</p> <p>L.C. Can you explain the purpose of the key features in a non-chronological report?</p> <p>Input Review our learning from the previous day about the features of NCR.</p> <p>We need to begin to think carefully about the purpose of these features – why is a photograph useful in an NCR but not necessarily in a poem?</p> <p>Use what you already know about each of these features to begin to recognise their purpose – look at each one and ask yourself, what are you for? Why are you needed? What do you add to the NCR?</p> <p>Task Explain the purpose of each feature using the reasoning cards to help you.</p>	<p>Starter: No starter activity</p> <p>L.C. Can you use myon.co.uk to select and enjoy a short book?</p> <p>Input No input today – this is intended as an opportunity for children to continue their work with their myon.co.uk account and the reading opportunities it provides.</p> <p>Task Chn to use myon.co.uk to choose and read a short non-fiction book on a topic of their choice.</p> <p>A non-fiction option will continue to support their understanding of their work next week.</p>	<p>Starter: Spelling Activity – take a look at the new homework task set by the teacher on myon.co.uk</p> <p>L.C. Can you sort information using sub-headings?</p> <p>Input One of the key features of a NCR is its grouping of information – paragraphs and sub-headings are essential to this, as they allow the reader to easily locate the specific information that they need.</p> <p>Information is grouped according to its theme or content, e.g. similar information often appears together in a report.</p> <p>Task Sort the sentences from the report and cut and stick under the correct sub-headings.</p>

	<p>Mark with the T at the end of the lesson.</p>	<p>and which or linked to the language used. For example, the use of sub-headings and paragraphs are structural features because they contribute to the building of the whole piece.</p> <p>The use of technical or scientific language is a language feature because it refers directly to the word choice of the author.</p> <p>Task Identify the features shown and label using the correct terminology from the boxes provided.</p>	<p>Sort them into true and false columns and take a photo if you can.</p>		
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Starter Activities

Tuesday

Word Match Up Spelling Activity

1. Join up the two parts of the sentences with one of the words from the box down the side of the page.

Jake held up his certificate _____.

In the middle of winter, it can be _____ cold outside.

The moon shone _____ in the black velvet sky.

A _____ figure stood still in the churchyard.

The fan looked _____ at his idol on the stage.

_____, the clown had a big orange wig, huge blue shoes and a purple nose.

A strange looking ghost hovered _____ into the darkened room.

James waited _____ for his exam results.

The hikers walked _____ into the thick mist.

I'll _____ be going to the party if I start to feel better.

proudly

ghostly

blindly

bitterly

brightly

spookily

adoringly

amusingly

anxiously

certainly

Wednesday

Circle the **co-ordinating conjunction** in the sentence below.

If you want to enter the competition, you can send your idea by email or by post.

Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**.

Remember to punctuate your answer correctly.

We have time to play a game. We will have to finish it before dinner.

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

or	but	and
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You may bring sandwiches _____ juice _____ water

for the trip, _____ glass bottles are not allowed.

Thursday

No starter activity

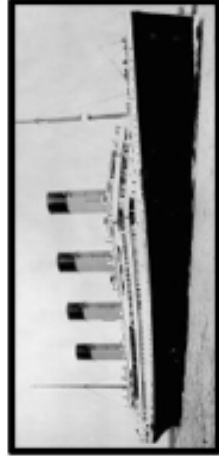
Friday

Review new homework task on myon.co.uk

Lesson Tasks

Monday

"The Greatest Ship Ever Made"



They called it 'Unsinkable': the largest ship ever made with cutting edge-technology that would dominate any sea it chose to enter - The Titanic was truly considered to be the greatest ship ever made when it was sent on its maiden voyage in 1912. No-one could possibly have known what was to come, but what exactly was it about The Titanic that made it so special?

The Ship itself

White Star Line was the company that built the Titanic and was owned by J.P. Morgan, an American tycoon with a lot of huge amounts of money at his disposal. He would need it; the RMS Titanic would end up costing a monumental \$7.5million when it was finally built.

It took 3,000 men two years to build the Titanic with three million rivets being used to hold its massive hull together! Although there were 4 funnels (smoke stacks) that towered into the sky, only 3 were operational; the 4th funnel was merely for looks. The ship measured a huge 269 metres in length and 30 metres in width – it was comfortably the largest ship ever built.

The Titanic was very expensive for 'first-class' travellers, the price of a single ticket was \$4,700. (around \$50,000 in 2016!) However, it was possible to travel on the vessel for a

significantly lower amount if you were happy to go second or third class. The ship had a wide variety of things that made it stand out from other, lesser vessels. It had a Turkish Bath that travellers could bathe in, many restaurants of varying cuisines and even a gymnasium – a rarity in 1912.

With 2,240 passengers on board, the ship left the port of Southampton in 1912 on April 10th. With a destination of New York, The Titanic would reach the end of its journey in just seven days. However, all did not go to plan....

The Iceberg

To cut costs and to avoid changing how the ship was built, White Star Line only put enough lifeboats on the ship for half the people on the board; this would become an immediate problem just two days after it had set sail. There were 6 ice warnings received by Titanic on the day of the collision. They were all ignored by the wireless operator who was preoccupied with transmitting passenger messages.

On the night of the collision, because the moon was not out and the water was so still, it was very difficult to see any icebergs. A less calm water would have caused breakers around the iceberg making it easier to see it from afar.

The iceberg that the Titanic struck was not a very big one. It did not even come up as high as the bridge of the ship. However, what was unusual is that unlike the other icebergs seen during the journey, this one was far larger underneath the water. The iceberg caused a huge, unrepairable gash in the middle of the ship.

Collision / Damage

The Titanic was traveling 22.5 knots while cruising through iceberg laden waters. Just 0.5 knots from her maximum speed capability. The collision occurred at 11:40pm on Sunday, April 14, 1912.

Sadly, The Captain had ordered the engines reversed which had, surprisingly, sealed the Titanic's doom. Like all ships, the Titanic turned more quickly the greater her forward motion. Had the Titanic proceeded ahead and turned, it is most likely that she would have avoided hitting the iceberg all together. Reversing had made the ship become slow and unable to turn quickly enough!

The People

324 1st class passengers,	201 survived.
277 2nd class passengers,	118 survived.
708 3rd class passengers,	181 survived.
885 crew members,	212 survived.
13 postmen/musicians,	none survived.
Grand total:	2,207 on board, 712 survived.

The damage that the iceberg cut into the hull of the Titanic was around 70 metres long. Unfortunately, the "watertight" compartments of the Titanic's hull were not actually watertight. They were open at the tops, which aided in the demise of the ship. The ship could actually have stayed afloat if only four compartments had flooded... five became flooded with ice-cold water.

Survivors / Casualties

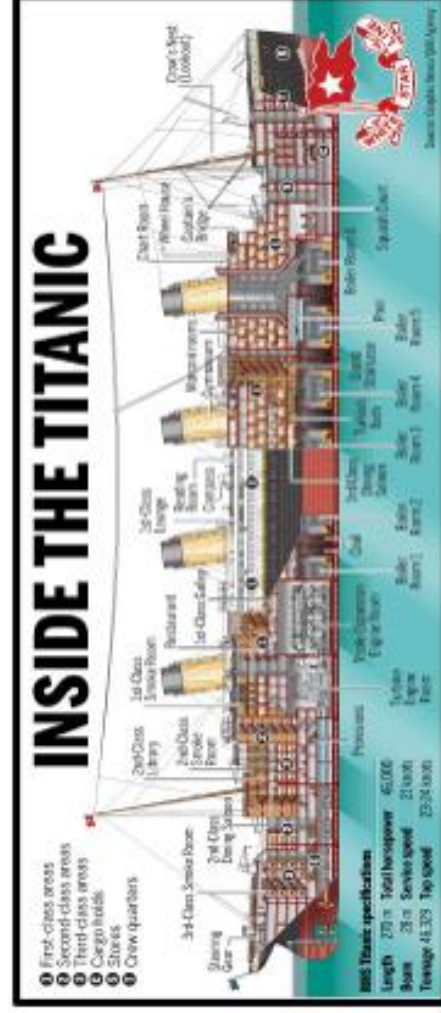
1,503 people died, including passengers and crew with only 705 surviving. There were simply not enough life-boats for everyone to use. In addition, a sad fact is that one of the first lifeboats to leave the Titanic carried only 28 people, it could have held 64 people.

Orders from the Captain were that, women and children were to board the lifeboats first. One man, Daniel Buckley, disguised himself as a woman to get aboard a lifeboat. As the ship went down, the band played music up to the last few minutes before the ship went under.

What remains of The Titanic?

More than 100 years later, The Titanic lies 2.3 miles down at the bottom of the Atlantic Ocean near Canada. The Titanic was rediscovered on July 14th, 1986. 74 years after it sank. Since the death of Millvina Dean, May 31st of 2009, there are no longer any living survivors of the Titanic tragedy. She was just nine weeks old at the time of the Titanic's sinking. April 14th, 2012 marked the 100th anniversary of the Titanic's sinking.

"The Greatest Ship Ever Made" was truly an amazing thing to behold. But it was also marred on its first voyage by a serious of mistakes. A lack of life-boats (that were then used incorrectly) doomed the journey from the start and mistakes by the Captain compounded the problem by failing to acknowledge the danger of sailing near icebergs. However, it did mean that all ships in the future had to be far safer and has remained important to people over a century later. James Cameron's best-selling 1997 film evidence of how popular the story remains.



- Why do you think 'unsinkable' is in inverted commas?
- How much did The Titanic cost to build?
- How many functional funnels did the Titanic have?
- How long did the Titanic measure in metres?
- How much would a first-class ticket cost in 2016?
- Name three things you could do while aboard The Titanic:
- How many crew members survived?
- How long should it have taken to get to New York?
- How many compartments flooded?
- How many people could lifeboats carry?
- When was The Titanic rediscovered?
- Why is "that were then used incorrectly" in brackets in the final paragraph?

Tuesday

Checklist:

	Topic title covers the whole subject.		Non-chronological reports use factual language .
	Brief introduction paragraph gives who/what/where overview.		Present tense verbs (unless it is a historical report, then it would be past tense).
	The information is organised into paragraphs .		Technical language may be explained in a glossary.
	Each category has a sub-heading .		Third person makes it impersonal.
	Some information may be in fact boxes or bullet-point lists.		Non-chronological reports have a formal tone .
	Extra details support the main points.		General language , not particular examples.

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Polar Bears

Have you ever wondered about polar bears? If so, this report will tell you everything you need to know. Polar bears are the kings of the Arctic. Read on to find out more.

Where do Polar Bears live?

Polar bears live in countries around the Arctic: Canada, Russia, the United States, Greenland and Norway. In the winter, temperatures in the Arctic are usually around minus 29 degrees. In the summer, polar bears live on the land. In the winter they live on the ice.

What do Polar Bears do?

Polar bears are solitary which means they spend most of their life alone. The animal will spend its days wandering across the land or swimming in the Arctic sea, stalking its prey or napping in shrubs or snow dens. When a polar bear swims under water it closes its nostrils so no water can get in. Polar bears are excellent swimmers because they use their big front feet to paddle and their back legs to steer.

What do Polar Bears look like?

Polar bears are well-equipped for survival in a harsh, cold environment. They have two coats of fur and a thick layer of blubber to help insulate the polar bear's body from the cold. Also, polar bears have wide, large paws which help them to walk in the snow. Their claws help them to catch their prey and to dig out snow dens in the winter. Their fur is white to help them camouflage in the snow, although their skin is actually black underneath.



A polar bear's body.

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What do Polar Bears eat?

Polar bears are carnivores so they eat only meat. They feed mainly on seals but they may also eat walrus or dead whales and narwhals. They will wait patiently by a hole in the ice until a seal comes up to the surface to breathe before they attack it. They have a great sense of smell which they use to find their prey and then they use their sharp claws to catch and tear it up to eat. In addition, they are also excellent swimmers which helps them to hunt too.

Did you know?

Polar bears are the largest carnivores that lives on land.

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A polar bear and its cubs.

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Paragraphs	Title	Diagram
Sub-headings	Technical language	Extra details
Caption	Introduction	Photo

Wednesday

The introduction is used to give limited information to hook in the reader, without revealing too much.	Captions are there to explain what is shown in the photograph.	Paragraphs are used so that the report looks pretty and makes you want to read it.	Technical language makes the report more accurate.
Photos are used when the author is not a very good artist and cannot draw a picture for the report.	The title needs to be there so that there isn't an empty space at the top of the page.	Bullet points are often used to make extra details clear to the reader.	Sub-headings explain what each paragraph is about, making it easy to find specific information.
The use of paragraphs is so that information can be easily accessed.	By writing in the third person, the author makes the report impersonal.	Photos are often used to show the reader directly the subject of the report.	The title informs the reader of the theme of the report.

Thursday

No task

Friday

Sort the sentences under these headings:

- Introduction
- The Government
- Greek Gods
- Greek Writing
- Greek Buildings

Nearly four thousand years ago, in the countries that we now know as Greece, Turkey and Bulgaria, lived the earliest Greek civilisations.

These gods were:

The Greek alphabet was the first alphabet with vowels.

To show the gods how important they were, the Greeks built big temples in every town for one god or goddess.

At this time, the two important states in Greece were Athens and Sparta.

Religion was important to the Greeks because they believed that it would make their lives better while they were living and the Greeks believed that the gods would care for them when they died

Zeus
Hera
Hephaestus
Athena
Hermes
Artemis

There were 12 major gods who ruled Mount Olympus.

Interestingly, this alphabet is still used in Greece today.

A few of these temples can still be found today around Greece including The Parthenon (dedicated to the goddess Athena), which can be found in Athens, Greece

Each state had its own laws, government and money, but they shared the same language and religion.

Religious ceremonies and festivals were held outside the temples.

The temples were homes for statues of gods and were cared for by priests.

Ancient Greece was split into many different states, which were each ruled in their own way.

Unlike our alphabet, the Greek alphabet consisted of unusual symbols such as Γ (gamma) and Δ (delta).

Apollo
Dionysus
Ares
Aphrodite
Demeter
Poseidon.